

Standard: 4000-04 **Phonics and Spelling** Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
4000-0401—4020-0401: Demonstrate an understanding of the relationship between letters and sounds.	Name all upper- and lower-case letters of the alphabet in random order.	Write letters to represent spoken sounds of all letters of the alphabet in random order.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Match consonant and short vowel sounds to the correct letter.	Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.	Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.	Identify and pronounce sounds for short and long vowels, using patterns (e.g., cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two-syllable words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er).	Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
	Blend simple cvc sounds into one-syllable words.	Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/... /t/, goat).	Identify and blend letter sounds to pronounce words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
4000-0402—4020-0402: Use knowledge of structural analysis to decode words.		Identify and read grade level contractions and compound words.	Identify and read grade level contractions and compound words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained

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4000-0402—4020-0402: Use knowledge of structural analysis to decode words. (Continued)		Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).	Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).	Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).	Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
		Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).	Use letter and syllable patterns to pronounce multisyllabic words.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained
4000-0403—4060-0403: Spell words correctly.	Hear and write letters to represent single sounds in words.	Write sounds heard in words in the correct order.	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained	Mastered/Maintained

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4000-0403—4060-0403: Spell words correctly. (Continued)		Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.	Use knowledge of word families, patterns, and common letter combinations to spell new words.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.
		Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th).	Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs.	Spell correctly grade level compound words, words with plural endings, and common phonograms.	Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration).	Spell multisyllable words with roots, prefixes, and suffixes.	Use knowledge of Greek and Latin roots and affixes to spell multisyllable words.
	Spell a small number of grade level words (e.g., you, the, to, is).	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer).	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., friend, square, special).	Spell an increasing number of high-frequency and irregular words correctly (e.g., explain, course, several).	Spell an increasing number of high-frequency and irregular words correctly (e.g., language, tongue).	Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular).
	Spell first name correctly.	Learn the spellings of irregular and difficult words (e.g., river, house, animal).	Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).	Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).	Learn the spellings of irregular and difficult words (e.g., triangle, volcanoes, minerals, county).	Learn the spellings of irregular and difficult words (e.g., hundredths, legislative, digestive).	Learn the spellings of irregular and difficult words (e.g., feudalism, electricity, parallelogram, microorganism).
4000-0404—4060-0404: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).	Use knowledge about spelling to predict the spelling of new words.	Use knowledge about spelling to predict the spelling of new words.	Use knowledge about spelling to predict the spelling of new words.	Use knowledge about spelling to predict the spelling of new words.	Use knowledge about spelling to predict the spelling of new words.	Use knowledge about spelling to predict the spelling of new words.	Use knowledge about spelling to predict the spelling of new words.
			Visualize words while writing.	Visualize words while writing.	Visualize words while writing.	Visualize words while writing.	Visualize words while writing.

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4000-0404—4060-0404: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association). (Continued)	Associate the spelling of new words with that of known words.	Associate the spelling of new words with that of known words and word patterns.	Associate the spelling of new words with that of known words and word patterns.	Associate the spelling of new words with that of known words and word patterns.	Associate spelling of new words with that of known words and word patterns.	Associate spelling of new words with that of known words and word patterns.	Associate spelling of new words with that of known words and word patterns.
		Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).	Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).	Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” endings, adding suffixes).	Use spelling generalities to assist spelling of new words.	Use spelling generalities to assist spelling of new words.	Use spelling generalities to assist spelling of new words.